

(September to December, 1922.
January to March, 1922, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address : HOUSE OF EDUCATION, AMBLESIDE.)

Motto : " I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. IV., pp. 3-55.

(a) *S.P.C.K. Bible Atlas** (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 1-55.

(e) *The Acts*,* by E. M. Knox, pp. 324-401 (Macmillan, 4/6). (f) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 14-29, with lessons on *Advent* and *Christmas*.

For Sunday reading (optional) :

The Quest of Nations, by T. R. W. Lunt (U.C.M.E., 2/6), pp. 120-178. *The Story of S. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 5/-), pp. 165-246. *The Pilgrim's Progress* (any complete edition). *Mary Powell's Diary* (Dent, 2/6).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament, a Gospel in suitable portions. (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

Sunday Occupations : A Book of Centuries. Choose and write mottoes in beautiful lettering.

† The 94th term of work set since the Parents' Union School began.

Writing.

Choose and transcribe passages from *Poems of To-day*. Shakespeare's *As You Like It*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated or to be occasionally written from memory.

Composition.

(See Meiklejohn, 176-183.)

Read on Tuesdays some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays a *résumé*. Verses (note metre of poems set for this term), on current events and on characters in the term's reading, upon historical characters, or, on Autumn scenes. Christmas letters on family events and general news to friends abroad.

Write for the P.U.S. Magazine (Editor Miss N. Pott, c/o P.N.E.U. Office).

English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 143-157; 185-194.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 356-419. (a) Shakespeare's *As You Like It** (Blackie, Plaintext, 6d.). Scott's *Woodstock** (Dent, 2/6). Carlyle's *Heroes and Hero-Worship: Cromwell** (Dent, 2/6). Milton's *Samson Agonistes** (Ward, Lock, 3/6). Palgrave's *Golden Treasury** (Oxford Press, 2/6): Early Stuart Poets. *Poems of To-Day*,* Series II. (Sidgwick & Jackson, 3/6).

English History.

Begin a chart of the 17th Century (1600-1700), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events. Gardiner's *History of England** (Longmans, 6/6), Vol. II., pp. 502-577 (1625-1660). *A History of Everyday Things in England*, by H. & C. Quennell (Batsford, 3/-), Part IV., may be used for period.

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 352-381 (1625-1660). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 140-220 (omit questions). Continue a Book of Centuries* (P.N.E.U. Office, 2/6), putting

in illustrations from all history studied. Defoe's *Memoirs of a Cavalier** (University Press, 2/6), pp. 1-125.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 1-23. North's *Plutarch's Lives: Brutus** (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities** (Walker, 1/6), quite necessary. *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 91-136 (narration instead of questions).

Geography.

The Ambleside Geography Books, Book V.* (5/), pp. 63-108 and appendices. *Our Guardian Fleets in 1805*,* by H. W. Household (Macmillan, 3/-), pp. 66-106. *From Sea to Sea*, Kipling, Vol. I. (Macmillan, 3/-). Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on the map of Europe every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under "Scouting."

Teacher to use *The Treaty Settlement of Europe*, by H. T. Fleure (for new frontiers), (Oxford Press, 2/6). Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Every Boy's Book of Geology,* by Trueman and Westell (R.T.S., 6/-), pp. 36-100. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 136-176. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/6), with flower and bird lists, and make daily notes. For out-door work take some special August to December study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).

General Science.

First Year of Scientific Knowledge,* by Paul Bert (Relfe, 5/-), pp. 278-318. *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 64-99.

Hygiene and Physiology, Domestic Economy.

A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 109-158.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 131-141 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 118, 119, 121-124, 126-131, and revise 69-131, doing more exercises. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.

A School Algebra,* by H. S. S. Hall, Part I. (Macmillan, 3/6), pp. 34-48, or continue.

German.

Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 19-21 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, **Italian.**

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 16-20, or, better, *A New Italian Grammar*, by E. Grillo (Blackie, 6/-), pp. 13-24, 180-187.

Latin.

Limen,* Part I. (Murray, 2/6), pages 45-72, with corresponding exercises. Narration of continuous passages.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Molière's *Les Femmes Savantes* (Blackie, 1/-). Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

The Fésicle Club Papers,* by W. G. Collingwood (out of print). Studies of animals, Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Dürer (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, September, 1922. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two Christmas hymns. Psalm 118. Two poems from *Poems of To-Day*, or, a scene from *As You Like It*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6), Books 9-12 inclusive (to be read by teacher, with omissions).

Musical Appreciation.

See Programme of Music (Brahms), *Parents' Review*, September, 1922: *Our Work. The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. See Programme of Music.

Three French songs, *French Songs with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or, without accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6), 46-49. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 33, 34 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs in Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/6), four tables. Ex-Students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. Make Christmas presents, and provide a Christmas entertainment with gifts for some poor children. Cooking: *Tried Favourites Cookery Book* (Marshall, 2/6). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 7/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also (unless working as Girl Guides) tests under *Scouting* (*Parents' Review*, May, 1920): all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc.,

marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (4/6), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 8.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

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FORM IV.

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Bible Lessons

- I. 1. How did Solomon organise the building of the Temple?
Give a summary of his Dedication.
2. "To your tents, O Israel!" Describe the cause and
the course of the Great Rebellion.
3. Why did Jeroboam set up two calves of gold? Describe
the denunciation that followed at Bethel.
- II. 1. Give an account of St. Paul's defence before Felix.
2. What was the substance of St. Paul's Epistles, (a), to
the Colossians, (b), to Timothy?
3. When did Christ say,—“I thank Thee, O Father”?
Describe the occasion.

Writing is considered throughout the Papers.

Dictation. Spelling is considered throughout the Papers.

Composition.

1. An essay on (a), the "Melancholy Jacques," or, (b), an
election speech, or, (c), an account of a bad night at
Woodstock.
2. Some lines which must scan, not doggerel, on one of
the following,—The visit of Ulysses to Hell, Wire-
less, Clouds.

English Grammar.

1. Analyse, parsing the words in italics,—
"At Charing-Cross, *hard* by the way,
Where we (thou know'st) do sell *our* hay,
There is a house *with* stairs;
And there did I see *coming down*
Such folk as are not *in* our town,
Forty at *least*, in *pairs*."
2. Give rules, with examples, for the use of the colon, the
semi-colon, the comma.
3. Give a list of (a), words derived from the names of
persons, (b), words derived from the Latin,—*ago*,
altus, *animus*, *corpus*, *flos*, *dens*, *caput*, *litera*,
locus, *do*.

Literature.

1. What do you know of the "Parson Poet," Herrick and Marvell? Quote lines or passages.
2. Give some account of Bunyan and his great work.
3. Tell the story of "Samson Agonistes," quoting any lines.
4. Write an essay showing for what reasons Carlyle takes Cromwell for a hero.

English History.

1. Describe the King's (Charles I.'s) gradual decline from constitutional government.
2. Describe the New Model Army and trace the growth of Cromwell's power.

General History.

1. Describe the opening of the Thirty Years' War. What do you know of Tilly, Wallenstein, and Gustavus Adolphus?
2. Describe the Rosetta Stone. How was it discovered and how interpreted? What do you know of Darius?

Citizenship.

1. Show how the Body is equipped with Servants, and how each has its perils, and how each of these may be met.
2. Compare and contrast the characters of Cassius and Brutus, giving illustrations.
3. How did Cassius comfort Brutus after the latter had seen a spirit?
4. Show fully by what courts and what judges Law is administered.

Geography.

1. Describe in detail (a), the valley of the Ganges, and (b), the Deccan.
2. What do you know of Korea and Thibet?
3. Give some account of Jeypore.
4. Describe the "great chase" of Villeneuve.

Natural History and Botany.

1. What have you to say about lava, plutonic rocks?
2. Describe in detail the lily family. Name some other monocotyledons.
3. What records can you make of wild fruits seen this term?

General Science

1. What have you to say about atoms, molecules, and laughing gas?
2. Describe the composition of water. Show how each of the two elements behaves.

Hygiene and Physiology.

1. Describe the structure and functions of the brain.

Arithmetic.

1. Find the difference between the Banker's Discount and True Discount on a bill for £1000 due in 10 weeks at $3\frac{1}{4}\%$.
2. Find the cash value and the income derived from £5733 of 3% stock at 99.
3. Which is the better investment, 3 per cents. at 89 or 4 per cents. at 110?

Geometry.

1. In a right angled triangle the square described on the hypoteneuse is equal to the sum of the squares described on the other two sides.
2. To draw a triangle equal in area to a given quadrilateral.
3. A ladder 65 feet long reaches to a point in the face of a house 63 feet above the ground. How far is the foot from the house?

Algebra.

1. Multiply $3x^3 + 4x + 1$ by 2, by -2 , by $4x^2$.
2. Divide $x^2 - 5x + c$ by $x - 2$.
3. Simplify $(a+b)x + (b+c)y - \frac{1}{2}(a-b)x - (b-c)y$

German.

1. Write the story of "Was Hanschen nicht lernt, das lernt Hans nimmermehr."
2. Which prepositions govern the dative only? Make sentences with four.
3. Use, in sentences, the pronouns,—den, dessen, denen, wem, das, jedermann,

or, Italian

1. Translate with Italian (Perini) Exercise xvi., sentences 1-6, or (Grillo) Exercise 2, page 181, sentences 1-6.
2. Conjugate the Present, Past Definite and Conditional of *finire*, and the same tenses in the Passive Voice of *stimare*,
- or, 2. Use, in sentences, the plural of *l'amico, l'uomo, il grido, il braccio, il lapis*.

Latin.

1. Translate into English and retranslate into Latin,—Exercise 39 (a), "*Hodie . . . dabit.*"
2. Work Exercise 36 (e), using the adjectives,—*tener, noster, bonus, justus*.
3. Make up six sentences to show the use of (a), the ablative, (b), the dative.

French

1. Write, in French, the story of *Les Femmes Savantes*.
2. Give the comparative and superlative of,—*un bon élève, vous travaillez bien, un mauvais exemple, une langue difficile*.
3. Translate into French Exercise 22, page 165 IV., first half.

Drawing.

1. An original illustration from *As You Like It*.
2. A study of a dog.
3. A design in wild fruits for a book cover.

Musical Appreciation.

1. Write a short account of the Brahms-Wagner controversy, *or*, relate some of the incidents connected with the intimacy of Brahms with the Schumann family.
2. Write three lines on any *five* of the following:—Joseph Joachim, Johann Strauss the younger, the “Sonatensatz,” Marxsen, the two versions of the “Walzes,” Brahms’ treatment of German folk-song, Remenyi.

Recitations.*

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music*

Examine in work done.

Singing*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents’ Report*.

N.B. 1.—Examination to begin on Monday, December 11th.
Papers to be posted on Saturday, December 16th,
with no other enclosures.

2.—Subjects thus indicated (★) to be marked on the *Parents’ Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.